

Key Question #5 Section

These slides reference key take aways from the Tennessee Teacher Survey. You may find the full survey by clicking [here](#).

The Tennessee Educator Survey is designed to remain consistent for the next several years

- Surveys will be distributed by email to all school-level personnel in mid-April each year.
- Purposes include:
 - State-Level:
 - Research and agenda-setting
 - Progress monitoring
 - Communications and talking points
 - Listening more to educators
 - District/School-Level
 - District and school improvement planning
 - Reducing survey fatigue by streamlining TDOE survey process

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Notes:

Highlights of the Educator Survey

1. Teachers **feel increasingly satisfied** with working conditions at their schools.

Nearly eight out of ten teachers report that teachers in their school are satisfied, like being there, and feel recognized for their work.

2. Teachers **feel appreciated** and they **report opportunities for growth** in their roles.

- Nearly eight out of ten teachers say that they feel appreciated for the job they are doing, a gain of five percentage points from the previous year.
- Eighty-seven percent of teachers report that teachers in their school are encouraged to participate in school leadership roles, a number that has stayed constant over the past two years.



Notes:

Highlights of the Educator Survey

3. Teachers feel **increasingly comfortable using data** from student tests to tailor their teaching to student needs.

- Nearly eight out of ten teachers say that they understand how to use standardized assessment results to improve their teaching.

Therefore, we are ready to continue to develop our teachers as leaders, build on their success and efficacy, and refine their data practices to be responsive teachers.

TN

Notes:

Educator Survey Area of Need

1. Fewer than four out of ten teachers say they are provided with **adequate time for collaboration** or access to instructional resources and expertise.
2. Teachers want more opportunities and more time to **learn from each other**.
3. Teachers feel concerned about the **amount of time** and effort they've devoted to testing and **test preparation** in the past.

TN

Notes:

The power of teacher collaborative teams:

*When teachers work in **collaborative working teams**, schools are more likely to see gains in student achievement, find higher quality solutions to problems, promote increased confidence among staff, create an environment in which teachers support one another's strengths and accommodate weaknesses, provide support for new teachers, and provide all staff with access to an expanded pool of ideas, materials, and methods (Little 1990).*

*For this course series, a **collaborative working team** focuses on student readiness and learns from each other's strengths and expertise to improve classroom instruction. This could be a PLC model or have a broader definition.*



How can collaborative work groups define "What is a ready student?"

How do teacher teams collaboratively design learning expectations around this common definition?

What are key teacher actions for discussions?	What are key support actions for leaders to ensure these conversations occur?

How can leaders leverage collaborative work groups to ensure focus, rigor, and coherence occur?

What are key teacher actions for discussions?	What are key support actions for leaders to ensure these conversations occur?

Principal and Teacher Leaders

With our goal of creating a culture of readiness in mind, look for specific evidence that answers the following questions:

- How did the principal display his knowledge of patterns in classroom practices?
- How did the principal empower the teacher leader?
- What could the principal do next?
- How could he involve other teacher leaders?
- How could he empower other teachers in this initiative?

Video: [Shared Leadership Video](#)

This video was shared by the Ayer's Institute. See your participant manual for additional resources from the Ayer's Institute.



Notes: [Shared Leadership Video](#)

Debrief

1. How did the principal display his knowledge of patterns in classroom practices?
2. How did the principal empower the teacher leader?
3. What could the principal do next?
4. How could he involve other teacher leaders?
5. How could he empower other teachers in this initiative?

Where is the principal preparing teachers for student readiness?



Teacher Partnerships

What is it?



Personalized professional learning via teacher partnerships

- **Teachers who struggle** in *specific* strategies are **paired with a colleague** in the same school **who has demonstrated success**, based on indicator-level classroom observation data
- Partners **identify goals, develop a plan, and work together** to strengthen practice

Does it work?

Proven results: Increased student achievement

- 5-7 pt increase on TCAP school-wide¹
- 12 pt increase on TCAP for lower-performing teachers¹
- Improved classroom observation ratings



Broader benefits

- **Shared leadership** leverages expertise of high-performing teachers
- **Capacity-building** for continuous improvement
- **Concrete feedback strategy** for teachers who need support
- **More positive views** of evaluation



1 In a pilot study, schools that implemented this program (then called the EPP) saw TCAP scores increase school-wide by 5 points in literacy and 7 points in math. Lower-performing teachers saw score gains of 12 points

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What does the teacher partnership look like?

What do teachers do?

Teachers in partnerships can develop their working relationship as they see best. **There is no set curriculum or "program."**

Strong teachers reflect on why their practice is strong.

Growing teachers gain from the experiences and learn collaboratively.

Possible activities

- **Meet** after observations to discuss results
- Set **goals** for the year
- Develop **individualized strategies** for improvement focused on feedback received
- **Observe** each others' classrooms to watch practices in action and refine strategies
- **Plan lessons** together
- **Follow up** on each others' commitments and goals



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Principals saw many benefits to using this management strategy in their schools

Provides a way to **support teachers with low evaluation scores**

Shows that teacher **evaluation feedback** can be **used for professional learning**

Promotes **capacity-building** and **shared leadership** at the school level

Builds **teacher relationships** and promotes **collaborative culture**

Recognizes and leverages **peer expertise**

Gives high-performing teachers **leadership opportunities**

	Classroom Look Fors	Rubric Connection	Feedback	Potential Partnership
Focus	Alignment to standard/depth of standard			
Rigor	Application of conceptual understanding			
Coherence	Connections to past and future content/cross content resources/chunking of content			

Notes:

Teacher Feedback and Partner Learning

Principal/Teacher Conversation

Link to this video, click [here](#).

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How did the principal display his knowledge of patterns in classroom practices?

How did the principal empower the teacher leader?

What could the principal do next?

How could he involve other teacher leaders?

How could he empower other teachers in this initiative?

How does this work align with the administrator evaluation?

Indicator	5
A1: Capacity Building Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards	Utilizes shared leadership practices to build capacity of nearly all educators for: <ul style="list-style-type: none">• Developing an accurate understanding of Tennessee-adopted standards and instructional practices• Studying, analyzing, and evaluating approved curriculum resources, including texts• Maintaining shared accountability when making needed adjustments to deepen classroom rigor• Maintaining a system for monitoring student work for rigor and curriculum alignment• Implementing on-going strategies and feedback for peers
C4: Teacher Leaders Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the <i>Tennessee Teacher Leadership Standards</i>	Engages with leadership team to: <ul style="list-style-type: none">• Involve teacher-leaders in activities aligned with the Tennessee Teacher Leadership Standards• Use a variety of data to identify potential teacher-leaders• Communicate a clear leadership pathway for potential teacher-leaders• Provide sufficient growth opportunities to address specific leadership actions and behaviors• Provide potential teacher-leaders with varied leadership opportunities• Monitor teacher-leaders in a variety of settings and providing specific feedback to support their continued development

1. How is this work reflected in the administrator rubric?

2. What is a 5 in capacity building asking an administrator to do?

3. What strategies to use to create a culture of ready teachers in your building?

4. What is the impact of having every teacher be a ready teacher for students?



Reflection

	Key Teacher Actions	Key Principal Actions
PLC Discussions: What is a ready student (collaborative definition)		
How do we ensure focus, rigor, and coherence?		
How are assessments being used to analyze student readiness?		
How do we support all students' learning needs through core instruction?		

1. What key strategies can you leverage to increase collaboration in your building?
2. How can you use focus, rigor, and coherence to leverage teacher feedback in your building?
3. How could teacher partnerships build increase teacher leadership in your building?

Optional PLC Resources

[Using Teacher Evaluation to Drive Instructional Improvement](#)

[Cultural Shifting in a Professional Learning Community](#)

[Critical Issues for Team Consideration](#)

[Making Time for Collaboration](#)

[PLC Meeting Time \(Rubric\)](#)

[PLC Rating Scale](#)

[The PLC Community Continuum Rubric](#)

[Stop Sliding Away](#)

[The Main Idea by John Hattie](#)

[Shared Leadership Video](#)

